

The Theoretically Evolving Activities in Mentoring (TEAM) Framework:
A Typology of Mentoring Relationship Interaction Focus, Purpose and Authorship

Purpose	Unilateral Authorship: “Me” or Mentor focused	Collaborative Authorship: We focus (collaboration)	Unilateral Authorship: “Me” or Mentee focused	Purpose
Serves conventional (adult) purpose	(Adult-centric)	Focus: Minimally goal-directed/structured and/or highly relational	(Youth-centric)	Serves playful (or youthful) purpose
Adult-led spontaneous (non-relational)	1. Preacher/Bore as in mentor-driven, but goal is vague. Mentor talks about whatever seems important at the time, mentee is disengaged (usually a non-relational approach)	2. Peer, classmate or acquaintance (Keller & Pryce) as in doing whatever both can agree on in the moment, this is a non-relational and unstructured relationship “about nothing.”	3. Joker Mentor as in unstructured and overly playful (e.g., mentee has fun, play is spontaneous), but mentor can feel insignificant, peripheral (non-relational approach)	Youth-led spontaneous (non-relational)
Adult-oriented preventive and developmental activities or discussions (relational focus)	4. Role model takes a youth development focus on prevention (e.g., indirectly addresses conventional concerns such as school, work); the focus is the mentee (self-in-the-future) and on their relationship as the primary means to achieve growth	5. Developmental Mentor (from Morrow & Styles) as initially relational interaction focus yet very collaborative (includes talk about interests, relationships, experiences; play, casual activities). “We” authorship supports the incorporation of more goal-oriented interactions later on	6. Playmate as playful, supportive, relational interactions focused on youth’s interests (e.g., may learn skills indirectly); focus is the mentee’s self-in-the-present as enhanced through the relationship	Youth-oriented preventive and developmental activities or discussions (relational focus)
Conventional Skill Development Purpose relevant to adult/societal goals, interests, or beliefs about what the mentee needs to prepare for future (Primarily goal-oriented focus)	7. Tutor (e.g., Keller & Pryce). Focus on goal-directed interactions that are conventional. Focused on developing skills for adult world, such as reading or writing) or goal-directed and future oriented (coaching of job skills). Often didactic.	8. Instrumental Mentor (from Hamilton & Hamilton) as collaborative, goal-oriented focus on character and competence; shared purpose in the goal they choose or agree to focus on; goal-directed the interactions at first become increasingly relational over time.	9. Teammate as being goal-directed and playful (e.g., older and wiser peer) to help teammate (mentee) develop the skills needed to play well or may focus in the mentee’s present concerns (e.g., peers, personal relationships)	Playful Skill Development Purpose relevant to the youths’ goals, interests, or emphasizes outcomes in the present (Primarily goal-oriented focus)
Remedial/ Intervention-oriented: Serves adults’ goals (goal-oriented)	10. Prescriptive/Colonel Mentor as heavy handed (often insensitive), bombastic, directed at problems and adult identified goals	11. Master with apprenticeship Highly instructive (directive), minimally relational but has some youth buy-in through shared purpose	12. Coach as active, fun, but very directive and minimally relational. Focus on youth’s goals, such as improved skills	Remedial/ Intervention-oriented: Serves youths’ goals (goal-oriented)
Serves conventional (adult) purpose	(Adult-centric)	Focus: Highly structured and goal-directed (and/or minimally relational)	(Youth-centric)	Serves playful (or youthful) purpose
Purpose	Unilateral Authorship: “Me” or Mentor focused	Authorship: Collaborative Authorship: We focus	Authorship: Unilateral “Me” or Mentee focused	Purpose